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AUTHOR DeLuca, Joan
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ABSTRACT

This self-instructional learning packet is one part of a competency-guided program for instructional supervisor preparation developed by the Special Education Supervisor Training (SEST) project. Training supervisors to formulate a coherent policy and procedure governing the evaluation and selection of learning materials is the goal of this learning packet. The focus of this packet is on selecting school library materials, including a variety of instructional media in addition to books and printed matter. A materials selection policy must include methods of assessing costs versus potential usage, of estimating the durability and timeliness of material, of material review, and of dealing with controversial materials. An effective selection procedure must provide for the utilization of selection aids (such as those listed in this packet's annotated bibliography), for the handling of donations, for selection periods, and for a committee to implement selection policy. As in the other training packets in this series, this one requires the user to develop his own program, providing him with a self-evaluation checklist and posttest to measure his progress. (DS)

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For

Professional Supervisory Competencies

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MATERIAL SELECTION ©

By Joan DeLuca

With Revisions by Ellen Victory Bell

B-1 Evaluating and Selecting Learning Materials

Special Education Supervisor Training Project

Department of Educational Administration

The University of Texas at Austin

1975

EA 008 162

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PREFACE

The learning packets developed by the Special Education Supervisor Training Project (SEST) at the University of Texas at Austin are competency-guided training materials keyed to selected critical competencies for professional supervisory personnel in school leadership positions. A series of ten packets, each dealing with one of twenty-four critical competencies has been developed. A list of the items available in the series appears on the last page of this document. These packets were developed locally to meet the need for independent study material to supplement formal training and field experiences in a professional preparation program.

This learning packet is intended for inclusion in a learning laboratory containing packets and many other types of materials for use in independent study. The equipment necessary to use those materials, as well as work space, is provided in the Learning Lab to assist users in choosing material and working through it at their own pace. A complete directory of material in the Learning Lab at the University of Texas, Department of Educational Administration has been published by the SEST Project under the title A Directory of Competency-Guided Supervisory Training Materials for Independent Study.

The learning packets have undergone extensive evaluation and revision through the coordinated efforts of several people. Corine Martinez

served as compiler and editor of the series. SEST students and research assistants involved in packet evaluations were Gwen Carter, Patricia Griner, Laurie Hunt, Mary Miller, Pat Miller and Eliseo Ruiz. Final revisions on the packets were made by Ellen Victory Bell, Gwen Carter, Sharon Guajardo and Jim Sanders.

Appreciation is expressed to all those that devoted time to the development of various learning packets: Carol Clark (Giesecke), Joan DeLuca, Stuart DeLuca, Jane Duckett, Pat Miller and Drs. Ben Harris, Billie Grace Herring, John D. King, Kenneth McIntyre and Darryl R. Townsend.

The University of Texas at Austin

Ben M. Harris
John D. King
Project Co-Directors

OVERVIEW ON
MATERIAL SELECTION

Competency:

Given expressed needs for learning materials, the supervisor can develop a set of evaluative criteria and procedures to determine the quality, utility, and availability of learning materials, and can organize and conduct review sessions where teachers and other personnel can apply the criteria to new materials and make recommendations for acquisitions in needed areas.

Objectives:

The participant will devise:

(1) a materials selection policy, including:

a. a method of assessing cost versus potential usage
b. a method of deciding timelinesss of material
c. a method of assessing durability of material
d. review of material currently being used
e. use of field tests
f. ways of dealing with controversial materials

(2) a selection procedure for selecting books and other media, which includes:

a. development and/or use of selection tools
b. methods for acting on suggestions of media acquisition
c. selection periods
d. perusal of equipment
e. a selection committee
f. handling of donations to media center

Evaluation:

Upon completion of the task assignment, the participant will successfully respond to the Self-Evaluation Checklist and the Post-Test as checked against the answer sheets provided.

DIRECTIONS

1. If you feel fairly confident of your ability to write a material selection policy and a set of related procedures, skip to the back of the packet and take the Post-Test. Use the Post-Test Work Sheet to record your answers.

2. Score your test using the Post-Test Answers, page 40. If 75% of your answers are correct (16 of the items), consider yourself as having met the criteria for achievement on this module. If you responded to less than 75% of the answers correctly, continue with the module.

3. Read page 3, Description of Situation and Task Assignment. You may want to put a paper clip to this part of the module or use a bookmarker for handy reference later.

4. Read page 4, "Contents of a Selection Tool."

5. Scan pages 5-13, "Sources of Media Information (Selection Tools)." Take note of what sources you will suggest using to complete the elementary school task assignment.

6. Read each of the following, referring back to page 3 as you finish each selection:

   "Development of a Selection Policy" (pp. 14-15)
   "The Evaluation Gap" (pp. 16-29)
   "Development of a Selection Procedure" (pp. 30-31)
   "Controversial Areas in Library Materials" (pp. 32-35)

7. Use the bibliography, page 41, to locate other sources of information on material selection before writing your task assignment.

8. Write the task assignment, referring frequently to page 3, "Description of Situation and Task Assignment."

9. Complete the Self-Evaluation Checklist. Use the Self-Evaluation Work Sheet found at the end of the packet to record your answers (p. 43).

10. Take the Post-Test, using the Post-Test Work Sheet provided at the end of the module. If you do not answer <u>at least</u> 75% of the items correctly (16 items), reread the module.

DESCRIPTION OF SITUATION AND TASK ASSIGNMENT

Description of Situation:

Assume that you have been put in charge of an elementary school library. The library has quite a few books but virtually no materials in other media. There has been no librarian in this school for two years; therefore the ordering has been left to the principal and her secretary. No particular criteria have been applied to selection; generally, the book selection supplied by a particular jobber has been accepted. The teachers are aware that excellent materials in other media are available but feel that the school district is unaware of their availability. The teachers also feel that they lack a way to make school district purchasers aware of their wants and needs. The principal is disturbed about this situation and has asked you to devise a selection policy which includes ways of providing input from many sources and a specific yearly timetable for the selection process. In addition, you are asked to devise selection criteria for those materials, including ways of deciding what materials are needed, ways of determining what materials are available and ways of deciding what to select from those available.

Task Assignment:

A. Devise a materials selection policy. This policy should include:

(1) a method of assessing the cost of material vs. potential usage
(2) a method of deciding the period in which materials will be timely
(3) a method of assessing wear and tear resistance of material
(4) use of reviews of material and/or a requirement for viewing the material in use
(5) use of field tests in materials selection
(6) ways of dealing with controversial materials

B. Devise a selection procedure to be used in selecting books and other media. The procedure should include:

(1) developing and/or using selection tools
(2) receiving and acting upon suggestions of media acquisition
(3) intervals at which selection should take place
(4) procedures to be used in selection of equipment
(5) composition and meetings of a "selection committee"
(6) procedures to be used upon receipt of gifts and donations to the library or media center

CONTENTS OF A SELECTION TOOL

by Joan DeLuca

1. A good selection tool should cover all media, and as many subject areas as possible.

2. Subject areas should be the primary division of the tool, with each subject being divided into media, and each medium into audience levels. This would encourage selection of several media on the same subject. Within each subject, there should be a special location of material which has a wide range of audience appeal or no specific audience level.

3. Information given in the subject listing should include complete physical description of the material, year of release or publication, series title, and price. The format for the reporting of this information should be consistent throughout.

4. The reviews of each title should be listed in a separate volume or volumes. The reviews should not be repeated from issue to issue of the tool. A review book should review only material which is new in the subject title volume accompanying it. Titles should be repeated in each volume issued for a given calendar year. The last volume issued in a calendar year would, therefore, serve as an index for the entire year.

5. Reviews should be both positive and negative. Every review volume should list the criteria used in the reviews and the qualifications of the reviewers.

6. If possible, the listing should be free to the producers of the materials. The tool should be available on a subscription basis to libraries.

7. Each volume should include an index of all titles listed in that volume as well as indexes for each of the media included and for all the producers listed.

8. The tool should be issued quarterly if possible.

9. Emphasis should be placed on currency and readability, not on high quality paper and time-consuming printing techniques.

There are no selection tools which meet all of these criteria. However, tools should be selected on the basis of how many of the criteria they meet.

SOURCES OF MEDIA INFORMATION (SELECTION TOOLS)

by Joan DeLuca

BOOKS

Indexes to Reviews and Review Sources

Chisholm, Margaret E., Media Indexes and Review Sources, School of Library and Information Services, University of Maryland, 1972. ($4.75)

Description: The purpose of this book is to identify sources of evaluative reviews, to assist decision-making about the purchase of review books, and to provide a guide and source for media classes.

Part I contains a good evaluation and overview of sources of reviews and a criticism of the state of the art of media reviewing.

Part II contains a list of review sources and includes the title, the type of publication, the publisher and cost, the type of reviews included, the type of media reviewed and other comments on each review source including its arrangement and method of indexing.

Part III is a subject guide and an index to sources (in Part II) by types of media.

Evaluation: This book is as useful for media classes as it would be for the librarian. The evaluation of review sources is quite complete, although it would be quickly dated as new sources are published.

Perkins, Flossie L., Book and Non-Book Media, Urbana, Illinois: National Council of Teachers of English, 1972.

Description: This book is a revision of Ralph Perkins' Book Selection Media (1967). It is intended for school librarians and describes lists and review sources for print and non-print media. For each book listed, the title, author, publisher, publication data, purposes, scope, subject headings covered, special features, usefulness, and cost are given. The books include bibliographies, lists, periodicals, catalogs, and review sources. In addition, sections entitled "aids to making selections for. . ." teenagers, children, college students and adults, teacher-parent background, and librarians are included, as well as a title index and an author-publisher index.

Evaluation: This book is mainly useful if one knows the title of the book or list of which one wishes an opinion. It includes so many types of sources that one may waste much time using it if all that is wanted is one kind of source, such as a selected list of books for a specific group.

Rufsvold, Margaret I. and Carolyn Guss, Guides to Newer Educational Media, Chicago: American Library Association, 1961.

Description: This small book contains lists of: media catalogs and lists; media periodicals; periodicals which review media; professional organizations concerned with newer media; bibliography of literature and research related to bibliographic control practices, problems, and possibilities; and catalogs and lists not generally available. The comments on these items are more descriptive than evaluative.

Evaluation: The list is somewhat outdated but would serve as a starting point in a search for reviews since many of the books and periodicals mentioned still exist.

Subject or Title Lists Without Narrative Description or Review (many media)

Educators' Purchasing Guide, North American Publishing Company, 1972 (ann.).

Description: This large book is divided into two main parts, the first having to do with educational materials (texts, audio-visual materials, atlases and maps, and tests) and the second with equipment and supplies. It lists subjects in alphabetical order, and under each subject heading lists producers who make materials having to do with that subject. Some of the producers have purchased advertisements in the book which further describe the materials they produce and sell. None of the material is reviewed.

Evaluation: This book is not useful for finding specific products; rather, it serves to narrow the search by the potential purchaser for a producer of the kind of product he wishes to purchase.

Westinghouse Learning Corporation, Learning Directory, 1970-71 (vol. 1-7).

Description: This multivolume book deals with all kinds of print and nonprint material. It is basically classified according to subject area. To use it, one looks up a specific topic, then the audience level for which the material will be used, then the medium which is desired for the instruction at that level, then the specific title in that medium. Included with the title is the size, date of release, price, and source (including the catalog in which a description can be found).

Evaluation: If the directions are followed carefully, this can be an extremely informative source. The information given would serve to narrow the search so that only items which are affordable and which fit the grade level and subject areas desired need be evaluated, either by review or preview.

Subject or Title Lists with Narrative Description or Review (many media)

Educational Media Council, Educational Media Index, New York: McGraw-Hill, 1964 (vol. 1-14).

Description: Volume 14 contains an index to this multi-volume work. This index is only by title. The other thirteen volumes contain descriptions of media on specific subjects. Volumes 1 and 2 contain descriptions of all media on all subjects for grades K-3 and 4-6 respectively. The other eleven volumes are intended for seventh grade to adult audiences and deal with one subject each. There is little cross-referencing within the subject volumes and none in the index. There are no supplements. All media dealing with one subject are grouped together with specific media indicated by symbols.

Evaluation: The index volume is quite useless unless one does not know the title for which one is searching. If one knows only the subject, one must guess in which volume it will be included. The symbols which are used to indicate the medium are impossible to remember, especially since some are quite similar to others.

Educators Progress Service,
Educators Guide to Free Films, 1970.
Educators Guide to Free Filmstrips, 1971.
Educators Guide to Free Tapes, Transcriptions, and Scripts, 1972.

Description: Each of these guides lists subjects in alphabetical order, then the titles in alphabetical order under each subject. The guides also have an alphabetical title index and an alphabetical subject index, and complete addresses of sources. The reviews are very brief and only descriptive.

Evaluation: This is an excellent source of material, provided that enough time is allowed for delivery and the teacher or librarian carefully previews each item before use.

National Information Center for Education Media (NICEM), Indexes:
Index to 35 mm. Educational Filmstrips, 2nd edition, 1970.
Index to 16 mm. Educational Films, 2nd edition, 1969.
Index to 8 mm. Motion Cartridges, 1969.
Index to Overhead Transparencies, 1969.
(Available from NICEM, University of Southern California, University Park, Los Angeles, California).

Description: All of the indexes include directions to use the index, an outline of subject headings contained in it, an index to subject headings, a subject guide which lists titles under each subject, and an alphabetical guide which briefly describes each title, as well as a directory of the producers and distributors of the titles. The indexes cover all grade levels from kindergarten to college

and include classifications of media intended for teacher education, adult viewing, special education, religious education, professional use, and industrial use.

The Index to 35 mm. Educational Filmstrips includes the title, edition or version, the length (frames), audience level, a brief description, the year of release, the series title (if applicable), and a Library of Congress number (if available). Also, the index indicates whether the filmstrip has captions, a record or records, a script, or an audio tape with it.

The Index to 16 mm. Educational Films includes the title, edition or version, length, audience level, description, series title (if applicable), producer and/or distributor, year of release, and Library of Congress number (if available).

The Index to 8 mm. Motion Cartridges includes a brief content description, physical description, length, color code, and audience level.

The Index to Overhead Transparencies includes the title, a physical description (including the size and type of transparency: prepared transparency, transparency master, operable transparency, or polarized transparency), the number of overlays, content description, audience level, producer/distributor, and series title (if applicable).

Evaluation: These indexes are quite useful, although they need supplementation often in order to remain current. The small computer type print makes them somewhat difficult to read, but that type of computer generation of material makes possible more currency of information because of the reduction of printing time.

Scholastic Teacher Magazine, New Educational Materials, 1970.

Description: This book reviews many types of material, both print and nonprint. Material is sent to the compilers by publishers and then sent to a specific reviewer who uses it in the classroom. The reviewer writes a review which includes a description of the form, content, and purpose of the material, suggestions for classroom use, the grade level suggested for use, and a rating on how well the material lives up to its claims, its educational and technical excellence, its price compared to its quality, and the usefulness of the teaching guides which may accompany it. The listings are divided first by grade level, then into subjects within the grade level, then into books and instructional materials within each subject. Art and Music Education, and Sex and Drug Education are listed separately. Guides and books for teachers are also reviewed. Reviews include prices and publication information. Both positive and negative reviews are presented.

Evaluation: This book seems to be well done. It is too short to be really comprehensive and is, of course, outdated, but it is likely that some of the material would still be available.

Subject or Title Lists, With or Without Reviews (one medium)

Hendershot, Carl H., Programmed Learning: A Bibliography of Programs and Presentation Devices, 4th edition, 1967. $11.00 (supplements, $5.50).

Description: The contents of this book include a directory of publishers of programmed material and a listing of programmed material by subject. The subject listing includes the title, author, and publication information about the material, the approximate number of hours it takes to complete the program, the number of frames the program has, the grade level for which it is intended, the price of the material, and a brief description of concepts covered or other pertinent information. In addition, an alphabetical list of publishers includes the programs published by each one, and an alphabetical list of manufacturers includes a list of devices assisting in program preparation. The material is in the form of a loose-leaf binder.

Evaluation: The subject areas in this book are quite broad and there is no cross-referencing. It is highly readable and easily useable even though there are no critical evaluations of the programs. It would be especially helpful to eliminate those programs one does not want.

Educational Film Library Association, Film Evaluation Guide, New Haven, Connecticut: Readers Press, Inc., 1965. (Covers the years 1946-1964; supplement, 1968).

Description: This book represents a compilation of the EFLA Evaluations (most of which were originally printed on file cards) from September, 1948, to August, 1964. Descriptions and reviews of films are listed alphabetically by title. There is a subject index by Dewey decimal number and a subject key to the Dewey decimal system. Each review represents the opinion of a review committee at a university, school, or library. In addition, the descriptions include the film time, color or black-and-white, price, distributor, subject areas covered, evaluation, a synopsis, possible uses of the film, the age level with which it can be used, a technical evaluation, comments about the film, and an overall rating. Both positive and negative reviews are included.

Evaluation: Unless one is quite familiar with the Dewey decimal system, looking up a film under a subject heading is somewhat time-consuming. Also, the guide is quite outdated. Nonetheless, if this book can be said to represent the Evaluations, then they are likely to be a good source of current information about films.

National Audiovisual Center, U. S. Government Films, Washington, D. C.

Description: This book is a listing of films made by government agencies. The films are listed by subject. Each title is briefly described

and the source and price are given. There is no evaluation. Also, there is a listing of government filmstrips by subject. Some descriptions of the filmstrips are given. There is a title index to the films and to the filmstrips.

Evaluation: Great care must be exercised in using these films. Many are outdated and some are extremely one-sided propaganda. Previews would be quite essential before use. The cost of the films is quite low, so very little money would be wasted if a film were ordered and not used.

Equipment Lists

National Audio Visual Association, The Audio Visual Equipment Directory, Fairfax, Virginia: National Audio Visual Association, 1971. $8.50.

Description: This book uses manufacturers' information to describe audio-visual equipment. It does not cover software in any form. It includes all types of equipment and supplies. It gives the price, rather exact specifications, and a picture of the piece of equipment. There is also a list of trade names and of members of the association.

Evaluation: This would be a good starting-point for the selection of equipment. Even though the list relies exclusively on manufacturers' information, neither the wording of the descriptions nor the pictures is in typical advertising style. Of course, the weak points of the piece of equipment are not specifically mentioned and in order to make a decision about a given product one would have to know something about the type of product in order to know ideal specifications.

PERIODICALS

Lists, With or Without Reviews (many media)

NOTE: The February 1973 issue of AV Guide lists magazines reviewing new media. It does not describe the magazines, but merely gives the subscription address.

Audio-Visual Instruction, periodical of AECT, to members $25.00/year; others $12.00/year.

Media reviewed: New products, equipment, books
Type of review: Descriptive
Other information: Within the magazine is a department called "Multi-Media Reviews," which is an index to where reviews can be found. This is a supplement to Multi-Media Reviews Index published by Pierian Press.

The Booklist, periodical of the ALA; issued twice monthly, September to July, and once in August; $15.00/year.

Media reviewed: Books, 16 mm. films, filmstrips, recordings
Type of review: Evaluative
Other information: The reviews include the price of the media. The book reviews are classified by the Dewey decimal system, and other media are in alphabetical order. Reviews are generally favorable; inclusion usually implies recommendation.

Educational Media, 9 issues per year, $5.00/year.

Media reviewed: Films and new products
Type of review: They seem descriptive, but inclusion may imply recommendation
Other information: A very slim magazine, which seems to be unsure of the audience to which it is aiming.

Instructor, monthly, $8.00/year.

Media reviewed: Records, filmstrips, films, kits, transparencies, tapes
Type of review: Inclusion implies recommendation; the reviews are descriptive but are evaluative by implication.

K-Eight, monthly, 9 issues per year, $7.00/year.

Media reviewed: All kinds; in the issues looked at, transparencies, filmstrips, a filmstrip-cassette kit, and a simulation game were reviewed. Also reviews new products based on manufacturers' information.
Type of review: Evaluative where specified (new products are described)
Other information: Reviews are generally favorable. Reviewer's name is given. Usually there is a statement about the use of the material prior to evaluation by the reviewer. Information includes complete source and price. No apparent criteria for reviews.

Media and Methods, monthly, 9 issues per year, $7.00/year.

Media reviewed: Critical reviews of films and books; descriptions based on producers' information on films, filmstrips, cassettes, and books.
Type of review: Evaluative for films and books and department called "M & M Recommended"; descriptive in department called "Mediabag"
Other information: The May 1973 issue details the "Maxi Awards," which are intended to be an annual event. Readers vote for their favorites among feature films, short films, filmstrips, slide sets,

transparencies, paperbacks, textbooks, records and tapes, games and multimedia kits, teacher education—professional materials, newspapers, magazines, study prints, and other media.

Media Review, periodical of the Laboratory Schools, University of Chicago, bi-monthly, $6.00/year (Vol. 1, No. 1, January 1973; the July-August issue is an index to the volume).

Media reviewed: The content of the magazine includes articles on a given topic or two, reviews of media dealing with that topic, and general reviews. There is an explanation of the ratings of films and some of the criteria used in evaluation.
Type of review: The reviews are alphabetized by title; they are rather long and detailed, and tend to emphasize technical aspects. They also cite possible uses of the film, its time, cost, and source.

Previews, monthly, $2.50/year to subscribers to Library Journal/School Library Journal; other subscribers $7.50/year.

Media reviewed: 16 mm. films, 8 mm. films, filmstrips, slides, prints, kits. The reviews are divided by medium and then by subject.
Type of review: Evaluative
Other information: Some indication of criteria used in reviews given in an editorial in the October 1972 issue.

Lists, With or Without Reviews (one medium)

Educational Broadcasting Review, National Association of Educational Broadcasters, bi-monthly, $12.50/year.

Media reviewed: Educational television programs
Type of review: Evaluative
Other information: Also reviews books and research having to do with educational television.

Educational Products Report, Educational Products Information Exchange, monthly October to June, $35.00/year to members of EPIE.

Media reviewed: Each issue deals with a particular topic and includes a supplement dealing with media or supplies having to do with that topic.
Type of review: The description of the media and products are extremely specific, though not evaluative, and would make it easy for the purchaser to eliminate some from consideration and to check further on others. There are comments on characteristics of products that many people would not think of.

Film Library Quarterly, Film Library Information Council, included in membership, $8.00/year.

Media reviewed: 16 mm. films; some books
Type of review: Evaluative; reviews are solicited, no apparent criteria, no prices given.

Landers Film Reviews, monthly (except June, July, and August).

Media reviewed: 16 mm. filmstrips
Type of review: Evaluative and descriptive. Each issue contains an alphabetical listing, by title, of critical reviews and a list of new materials which are described on the basis of information provided by the producer. Each issue has a title and subject index, and each volume is indexed the same way. The reviews contain the publication information, audience intended, the subject area, and the purpose for which the film is intended, as well as a physical description of the film.

Harrison Tape Guide, bi-monthly, $1.00/copy, $4.50/year.

Media reviewed: 8-track, cassette, reel-to-reel, and quadrophonic tapes
Type of review: There are no reviews or descriptions. Tapes of all kinds are classified variously by type of content, performer, show and film titles, composer, type of instrumentation; purely instructional tapes are not included, though many of the tapes included could be used for instructional purposes.

Schwann Long Playing Record Catalog may also be used.

Tape Recording, monthly, $3.00/year.

Media reviewed: All kinds of tape recordings
Type of review: Evaluative

DEVELOPMENT OF A SELECTION POLICY

1. While emphasis in media selection should be placed on the widest possible usage for the least money, the exact emphasis must depend on the resources of the district and the school. Some districts or schools would be forced to adopt a relatively rigid policy that most material must be usable by most children in at least one grade level; others may select material to be used mainly for enrichment by relatively few children. Policies of other districts might include the requirement that most materials selected be related to units or subjects taught by one or more teachers. Usage criteria in the elementary school described in this task would probably demand rather high usage in a wide range of subject areas since selection has been almost nonexistent previously.

2. Some materials may never become dated; however, a regular interval at which materials are checked for timeliness should be included in a selection policy. In addition, attempts should be made to select materials which are not dated by such superficial aspects as dress and automobiles.

3. Assessing wear and tear resistance is not an easy task. Some materials do not last well but are relatively inexpensive to replace; therefore, "life span" of materials must be seen in relation to replacement cost. Wear and tear resistance can also be related to "datedness" of materials. Materials which are very useful, but which will become dated relatively quickly, can have a lower wear and tear resistance than materials about which this is not true. Some types of materials consist of many parts; it is important that it be possible to replace the least wear resistant parts. A selection policy ought to include specific points to consider in assessing wear and tear resistance of specific media. These criteria can include carrying cases, packaging and binding, etc. In the elementary school described in this task, high durability should be a prime consideration, since emphasis is being placed on building a media collection rather than adding to an already existing one.

4. Reviews and observations and field tests are very useful in material selection. The extent of their use depends in part on the cost of the materials. It is often quite difficult to find where a certain item is reviewed. However, publishers' representatives frequently are able to provide information about where materials are being used. A selection policy could provide a requirement for favorable reviews, observations and/or field tests on materials which cost up to a certain limit.

5. Dealing with controversial materials can be extremely difficult. Part of this problem can be solved by attempting to make the selection committee as representative as possible, even by including some community members in its membership. In addition, a provision for input on the part of community members should be a part of the selection procedure. The selection procedure should be communicated to the community so that many problems can be dealt with before material is added to the collection. Finally, some provision can be made for regular review and resubmission for consideration of some materials in order to purposely solicit the opinions of community members. It must be remembered that community opinions change with the passage of time and materials considered objectionable at one time may not be considered so a few months or years later.

This module does not propose a particular format for a material selection policy or for a material selection procedure. The exact format is quite unimportant. The policy and procedure should deal with most of the areas proposed in this module, should be specified in writing as exactly as possible, and should be communicated to any individuals and groups who might wish to make suggestions for additions to the library/media center collection. Exact composition and size of a selection committee and the intervals between its meetings are not nearly as important as the existence of such a committee and the assurance to the individuals and groups who suggest additions to the library/media center collection that all suggestions will be considered in relation to a relatively objective set of criteria. With the vast amount of material available for use by elementary and secondary school children and the relatively small amount of money most schools and districts have to purchase such material, a specific, efficient selection procedure is essential.

DEVELOPMENT OF A SELECTION PROCEDURE

1. The librarian should encourage the submission of ideas for library materials from administrators, teachers, students, and the public. Ideas for materials should be welcome at all times.

2. Individuals who make suggestions for materials should be strongly encouraged to make their suggestions as specific as possible. If a request is for a particular piece of material, the more information which is provided about the exact title, the producer, date of release, price, anticipated use, etc., the more quickly a decision can be made about the material, and the more quickly it can be obtained for use. A form should be provided for collecting this information.

3. Neither selection criteria nor the mechanics of acquisition should be a mystery to those who use the library. An individual who wishes to make a suggestion may have a catalog, a review, or the actual material right at hand and can facilitate selection and acquisition if he knows what information is needed.

4. Professional meetings are another source of ideas for the library. The most obvious sources of information are the displays by producers of various materials. Catalogs and promotional material should be obtained, dated, indexed and filed.

5. Speakers at professional meetings often provide bibliographies of material pertaining to the subject about which they are speaking. In addition, they often have written their own material about the subject. Teachers and others who attend such meetings should be encouraged to provide the librarian with a copy of any bibliographies obtained.

6. Selection should take place at irregular intervals during the school year. Selection of materials need not be simultaneous with purchase, if fiscal considerations make this impossible. The essentially clerical task of purchasing can be done whenever financial considerations permit as long as selection has taken place. Selection of very expensive equipment which will be used for several years may take place at a predetermined time once a year.

7. It is likely that the selection committee will give the librarian wide discretion in selecting much material without their meeting and discussing each item, especially material which has won awards, is part of a series, or is under the authorship of an individual whose work has been repeatedly approved by the selection committee.

8. The selection of equipment which is regularly purchased, such as 16 mm. projectors, overhead projectors, etc., should be separate from the selection of materials. There is relatively little concern for the amount of software available for use with these very common pieces of equipment.

9. The selection of equipment which has not been purchased before, which is relatively expensive, and which is essential to the use of a particular type of software, such as a microfilm reader and/or printer, a video tape recorder or player, etc., should be considered along with the selection of material to be used with it. It is essential that one of the criteria for equipment selection be the use it will receive and the amount of software which is available for use with it.

10. A selection committee should be chosen from the teachers of the school with the librarian as chairman, the principal as an ex-officio member, and one of more supervisors or central office administrators as ex-officio members. All grade levels and/or subject areas should be represented as far as possible. This selection committee can also serve as reviewers of the material, with or without the use of other relevant reviews.

11. Gifts and donations of materials should be accepted on the same basis as other material. Patrons may often be encouraged to contribute money or purchase a specific item which has already been considered by the selection committee but rejected because of high expense and lack of absolute necessity to have the material. The selection committee can meet at irregular intervals to consider selections offered by library patrons.

IT IS IMPORTANT TO NOTE THAT THESE SUGGESTIONS ARE NOT ABSOLUTE RULES FOR MEDIA SELECTION. A SELECTION PROCEDURE MUST FIT THE NEEDS OF THE SCHOOL AND THE DISTRICT AND MUST BE CONSISTENT WITH CURRICULUM AND FISCAL POLICIES OF THE SCHOOL AND DISTRICT.

Now it is time for you to begin the actual writing of the task assignment. Refer to page 3, Description of Situation and Task Assignment, often. Try to call upon what you have read in the module and from the Bibliography. Write your policy first, then your procedures to clearly implement the policy provisions. After you have finished writing the material selection policy and the material selection procedure, use the Self-Evaluation Checklist, page 37, to determine if your task is complete.

Material Selection

SELF-EVALUATION CHECKLIST

Use the Work Sheet, page 43. Please do not write on this form.

1. The first major part of your task assignment was to devise a material selection policy. Does your policy include some guidelines on the following?

   a. Assessing the cost of the material vs. potential usage. Yes___ No___

   b. Deciding the period in which material will be considered timely. Yes___ No___

   c. Assessing durability of material. Yes___ No___

   d. Using reviews of material. Yes___ No___

   e. Using field tests. Yes___ No___

   f. Dealing with controversial materials. Yes___ No___

2. Many times a selection tool for media is already available from a regional service center or a book publishing company, but it may lack evaluative reviews of media or some other component of a good selection tool. You should be familiar with the format and content of a good selection tool, even if you never have to develop one yourself. In writing a description of a good selection tool, did you include the following?

   a. Information on the format of the tool. Yes___ No___

   b. What information should be included in the subject listing. Yes___ No___

   c. A policy on use of positive and negative reviews, criteria used in reviews, and reviewer's qualifications. Yes___ No___

   d. Frequency of issuance of the tool. Yes___ No___

3. Many scurces of media acquisition suggestions will be available to you, the media specialist, such as teacher's suggestions, salesmen's suggestions, catalogs, and bibliographies from professional meetings. Did you include a form in your procedure for selecting materials which assures you of having the data needed to order the material? Yes___ No___

4. Selection of materials and regularly purchased equipment can take place at irregular intervals and out of sequence with actual purchase. However, a schedule for material selection, regularly purchased equipment selection, and new equipment selection, with its own software, must be made. Did you include in your schedule intervals for the following?

    a. Materials and regularly purchased equipment will be selected. Yes___ No___

    b. Donations will be considered. Yes___ No___

    c. New equipment and appropriate software will be selected. Yes___ No___

5. Did you include the composition of the selection committee in your material selection procedure? Yes___ No___

Material Selection

POST-TEST

Use the Post-Test Work Sheet, page 44. Please do not write on this form.

1. Name at least four topics which should be covered in a material selection policy, such as assessing the cost of material versus potential usage.

2. What is one way to remind those who suggest media acquisitions of the information needed to order the material?

3. Name three sources of suggestions for media acquisitions.

4. What piece of media is the most widely used of the nonprint instructional resources?

5. What three types of personnel should comprise the selection committee?

6. Name four responsibilities of the media specialist.

7. Name at least three specific sources of media reviews useful in selecting filmstrips.

8. What factor makes the most difference in whether a pressure group succeeds in creating a furor over a piece of media used in the school?

Material Selection

POST-TEST ANSWERS

1. Timeliness of material
   Durability of material
   Reviews of material
   Field tests of material
   Controversial materials

2. A form including spaces to supply the exact title, the producer, date of release, price, anticipated use, and other information

3. Individual suggestions, catalogs and promotional material, bibliographies obtained at professional meetings, and educational journals

4. Filmstrip

5. Librarian, principal, teachers from all grade levels and/or departments, one or more supervisors or central office administrators, and possibly one or two parents

6. Develop or adopt valid criteria for evaluation

   Train other media specialists and teachers to apply certain criteria to materials being considered

   Be familiar with physical aspects of the media and their content

   Know which materials and producers are more likely to meet specific needs

   Systematically reevaluate media already in the collection

7. NICEM'S Index to 35 mm. Filmstrips
   SLJ Audio-Visual Guide
   Audiovisual Instruction
   School Library Journal
   Film News
   ALA Booklist
   Educational Screen and AV Guide
   The Grade Teacher
   The Instructor
   Science Teacher
   Senior Scholastic's Teacher Edition
   Social Education

8. Firm building principal and central office leadership in explaining the written material selection policy and procedure

BIBLIOGRAPHY

Other sources to consult in the area of material selection are:

Hartsell, Horace C. "Guidelines for the Selection of Instructional Materials." AVI, 12 (January 1967), pp. 23-26.

Boyer, Calvin and Nancy Eaton. Selection Policies. Austin: Armadillo Press, 1971.

Melcher, Daniel. On Acquisitions. Chicago: ALA, 1971.

What to Do Before the Censor Comes. National Council of Teachers of English.

APPENDICES

Material Selection

SELF-EVALUATION WORK SHEET

1.

a. Yes___ No___
b. Yes___ No___
c. Yes___ No___
d. Yes___ No___
e. Yes___ No___
f. Yes___ No___

2.

a. Yes___ No___
b. Yes___ No___
c. Yes___ No___
d. Yes___ No___

3. Yes___ No___

4.

a. Yes___ No___
b. Yes___ No___
c. Yes___ No___

5. Yes___ No___

If you did not check "yes" on each item, either go back and add the information in your task assignment or write a brief explanation as to why the item was not included.

Respondent's Name_____ Date_____
or Soc. Sec. No.

Material Selection

POST-TEST WORK SHEET

1. Four topics in policy.

_____ a.

_____ b.

_____ c.

_____ d.

2. Reminders of information to order.

_____ _____

_____

3. Sources of suggestions for media.

_____ a.

_____ b.

_____ c.

4. Nonprint instructional media most widely used.

_____ _____

5. Personnel on selection committee.

_____ a.

_____ b.

_____ c.

6. Four responsibilities of media specialist.

_____ a. _____

_____

_____ b._____

_____

_____ c. _____

_____

_____ d. _____

_____

7. Three sources of reviews for filmstrips.

_____ a.

_____ b.

_____ c.

8. Factor in pressure group success.

_____ _____

_____

_____TOTAL CORRECT

%

Scoring Directions: Check your answers above against the answers (p. 41). In the Scoring Column to the left, code each response as follows: + - completely correct, 0 - partially correct, - incorrect. Total your + marks. Divide by 20 to derive your percentage score. Record your percentage score in the box the left.

Respondent's Name_____ Date_____
or Soc. Sec. No.

Check: ____Pretest or

____Post-test

LIST OF INDEPENDENT STUDY MATERIAL

DEVELOPED BY THE SEST PROJECT

The Delphi Technique for Curriculum Planning
A-1 Setting Instructional Goals (Document #10a)

Designing a Concept Development Unit
A-2 Designing Instructional Units (Document #10b)

Designing a Study of Available Resources
B-3 Evaluating the Utilization of Learning Resources (Document #10c)

Developing Job Descriptions
C-1 Developing a Staffing Plan (Document #10e)

Material Selection
B-1 Evaluating and Selecting Learning Materials (Document #10d)

Preparing School News Releases for the Media
G-1 Informing the Public (Document #10h)

Selecting Personnel for a New School Program
C-2 Recruiting and Selecting Personnel (Document #10f)

Self-Instructional Module on Time Utilization
D-1 Revising Existing Structures (Document #10g)

OTHER RELATED PUBLICATIONS

A Directory of Competency-Guided Supervisory Training Materials for Independent Study (Document #9)

A Selected Bibliography for Professional Supervisory Competencies (Document #8)